



**Saint Paul**  
PUBLIC SCHOOLS

# Envision SPPS: Well-rounded Education Workgroup

*Report on findings | September 2021*

## **I. WORKGROUP MEMBER NAMES, ROLES AND/OR TITLES, ORGANIZATIONAL AFFILIATIONS**

1. Workgroup lead: Megan Dols Klingel, Assistant Director, Office of Digital and Alternative Education
2. Amanda Herrera-Gundale, Middle Schools
3. Dr. Lori Erickson, Office of Early Learning
4. Marty Davis, Office of Teaching and Learning
5. Maura Brink, Chelsea Heights
6. Megan Dols Klingel, Office of Teaching and Learning
7. Niceta Thomas, Barack and Michelle Obama
8. Robin Lorenzen, Office of Teaching and Learning/Office of Digital and Alternative Education
9. Sue Braithwaite, Office of Teaching and Learning
10. Sue Arvidson, Office of College and Career Readiness
11. Terri Steen, Office of Teaching and Learning
12. Dr. Tim Brown, American Indian Magnet

## **II. MEETING DATES**

- March 9, 2021
- March 23, 2021
- March 30, 2021

## **III. WORKGROUP PURPOSE STATEMENT**

Determine what is needed to ensure all students have access to a well-rounded education.



#### IV. ESSENTIAL QUESTIONS AND RESPONSES (FINDINGS)

##### 1. What are the MN standards for a well-rounded academic program for pre-kindergarten, elementary, middle and high school, e.g., the standards for each learning area, e.g., science, math, social studies, health/physical education, arts, etc.?

- Pre-K: (Lori) - [ECIPs](#)
- K-5: ([120B.021](#)) and Curriculum Repository/Resources (Seesaw and Schoology)
- 6-8: ([120B.021](#)) and [6-8 Course Requirements](#)
- 9-12: [MDE](#) and [SPPS Graduation Requirements](#)

##### 2. What is SPPS' belief around providing all students a well-rounded program?

###### a. How does SPPS define a well-rounded elementary (K-5) education?

- Ensure all students have access to instruction in science, social studies, the arts, health and physical science. (SPPS Achieves 3.2)
- Additional SPPS Achieves FY22 Instructional Priorities:
  - Accelerate full implementation of the PreK-5 Math Model and PreK-8 Literacy Model
  - Expand implementation of personal learning plans PreK-12
- In an effort to support elementary schools in providing a WRE for all students, an average weekly number of instructional minutes has been identified to meet standards in each content area.
  - [Well Rounded Education Minutes](#)
- **Curriculum:** The road map to the content standards and learning outcomes expected to be learned by each student.
- **Materials:** The physical and digital resources available to support the *curriculum* and *instructional model*.
- **Instructional Model:** The approach to delivering the curriculum and instructional practices used to educate each student.

###### b. To what extent do elementary sites have the facilities to provide a well-rounded education?

TBD per Facilities Dept. analysis; see related [Annual Use and Utilization Report School Year 2019-20](#)

3. Validate the information pertaining to ideal program enrollment sizes and offerings provided by the [Budget & Finance Advisory Committee, May 5, 2019, COB presentation?](#)

Class size: 25*	Large Elementary: 600+ students	Small Elementary: 251- 450 students	Unsustainable Elementary: < 250 students
<b>K-5th Gr. Teachers</b>	<p><b>Each grade:</b></p> <p>4 classes (100 students) X 4 teachers X 6 grades</p> <ul style="list-style-type: none"> <li>• 24 generalists</li> <li>• 4 specialists/resource teachers</li> <li>• 2 specialists (e.g., literacy coaches)</li> <li>• <b>30 teachers total</b></li> </ul>	<p><b>Each grade:</b></p> <p>2 classes (50 students) X 2 teachers X 6 grades</p> <ul style="list-style-type: none"> <li>• 12 generalist teachers</li> <li>• 1 specialists/resource teachers</li> <li>• <b>14 teachers total</b></li> </ul>	<p><b>Each grade:</b></p> <p>1 class (25 students) X 1 teacher X 6 grades</p> <ul style="list-style-type: none"> <li>• 6 generalist teachers</li> <li>• 0 specialists/resource teachers</li> <li>• <b>5-6 teachers total</b></li> </ul>

Class size: 25*	Large Elementary: 600+ students	Small Elementary: 251- 450 students	Unsustainable Elementary: < 250 students
<b>Office staff</b>	<ul style="list-style-type: none"> <li>• 1 principal</li> <li>• 1 assistant principal</li> <li>• 2 clerks</li> <li>• 1 parent engagement</li> </ul>	<ul style="list-style-type: none"> <li>• 1 principal</li> <li>• 0 assistant principal</li> <li>• 1 clerk</li> <li>• 0-1 parent engagement</li> </ul>	<ul style="list-style-type: none"> <li>• 1 principal</li> <li>• 0 assistant principal</li> <li>• 1 clerk</li> <li>• 0 parent engagement</li> </ul>



<b>Support staff</b>	<ul style="list-style-type: none"> <li>● 1 nurse</li> <li>● 1 librarian</li> <li>● 1 academic coach</li> <li>● 1- + counselor(s)</li> <li>● 1 social worker</li> <li>● 1 behavior support</li> <li>● 1-2 interventionists</li> <li>● 2 additional staff</li> </ul>	<ul style="list-style-type: none"> <li>● .5-1 nurse</li> <li>● 0-1 librarian</li> <li>● 0-1 academic coach</li> <li>● .5-1 counselor</li> <li>● .5-1 social worker</li> <li>● 1 behavior support</li> <li>● 0-1 interventionists</li> <li>● .5-1 additional staff</li> </ul>	<ul style="list-style-type: none"> <li>● 0 nurse</li> <li>● 0 librarian</li> <li>● 0 academic coach</li> <li>● .5 counselor (per teacher contract)</li> <li>● .5-1 social worker</li> <li>● 0 behavior support</li> <li>● 0 interventionists</li> <li>● 0 additional staff</li> </ul>
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\*NOTE: When we define an unsustainable to large schools, we are using a class size of 25 for planning parameters only as an average and should not be seen as conflating contract-based teacher to student ratios.

**4. In SPPS, which student categories/groups are not receiving a well-rounded education? (isolate race)**

As a result of COVID-19, the most recent school survey is from SY2019-20.

**a. Which sites are not meeting WRE minutes?**

1. Need minutes from each site

Due to the pandemic and move to distance learning, there was a delay in collecting data on current minutes. The next report is anticipated to be released in fall 2021.

**ii. Demographics of these sites?**

1. Where do students live? City wide busing?

Pending the next report anticipated in fall 2021.

**iii. How are FTEs funded?**

1. PTOs (parent-teacher organizations, e.g, writing grants); community experts also paid this way



- 2. Grants
- 3. District funds

**5. In what ways has COVID-19 and distance learning impacted the District’s ability to provide a well-rounded program to students at all grade levels?**

- a. What is the anticipated short and long-term impact of COVID/distance learning on well-rounded programs?**
  - i. No EDL (4th and 5th) less prepared for MS
  - ii. Reduced minutes in all content areas, particularly specialist (link in schedule)
- b. What is the long-term virtual learning impact to receiving a well-rounded education, e.g., in-person v. virtual learning experiences?**
- c. What different types of programs will need to be developed and provided to help students make up for lost learning?**
- d. What are the facility needs and implications to these programs?**

During the 2020-2021 school year we have had many challenges due to COVID-19. SPPS was in distance learning for all students from March 2020 until January 2021. At that time approximately 70% of our elementary students returned to school and 30% remained virtual. Our middle school and high school students remained in Distance Learning until April 15 when about 70% returned to school and 30% remained virtual. It has been a challenge being away from school, relying on the internet for student / teacher connections, using our two learning management systems to deliver lessons, and maintain a well rounded education.

In SPPS we define a [well rounded education](#) as a school program that will ensure that standards for all required content areas are routinely taught so that student outcomes can improve. When we were in person we met this high standard in many, not all, of our elementary schools. As we moved to DL due to COVID our ability to have as much time with students was substantially impacted. The impact was exacerbated by the fact that we negotiated a primarily asynchronous Distance Learning Plan with the St. Paul Federation of Educators. Students and families had the flexibility to do the posted work but there was little real time feedback or online lessons taught in real time. Specialists were asked to post two lessons per week and many students did not complete the work. Teachers who did more live teaching reported having more students participate in the lesson and complete work. It should also be noted that when we returned to in-person instruction the specialists needed to teach some in-person lessons and post some virtual lessons. Overall, our ability to provide a well rounded education



suffered during distance learning and our COVID programming.

One bright spot in all of this was the creation of a lesson repository that teachers can draw from. This will be helpful for the future as regular classroom teachers will have access to art, music, PE, health, dance, and theatre lessons. As generalists, regular classroom teachers, can use these lessons in schools that do not have a specialist to teach them. The only downside is that these lessons will replace other curriculum such as reading, math, writing, social studies, and science.

**V. INTERSECTIONS WITH OTHER WORKGROUPS - consider the following:**

**a. How does your focus area intersect with other Envision Workgroup focus areas?**

The Well-rounded Education Workgroup findings provide the foundation to the work of all other workgroups as Envision SPPS' objective is to align facilities with school programs in order to provide all students with a well-rounded education. As such, the school enrollment figures cited above informs the work of the other workgroups.

**b. What information will you need from other workgroups to complete your work?**

Not applicable.

**c. What information from your workgroup is relevant to share with other workgroups?**

See "V.a." above.

**VI. LIST OF DATA SOURCES**

**Example of collected minutes--the systems by which data on minutes is being refined for better accuracy:** [Academic programming in Saint Paul Public Schools: Preliminary Results for Grades K-8 during 2018-19](#)

**VIII. OTHER COMMENTS**

**Related working documents:**

**A.** [Well-Rounded Education Minutes \(K-5\) and Annual Process](#)

**B.** **Elementary WRE Meeting Summary - Anoka-Hennepin (March 23):**

- Megan Dols Klingel, Assistant Director, Office of Teaching and Learning, Saint Paul Public Schools

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- Ann Sangster, Director of Elementary Curriculum, Instruction and Assessment, Anoka-Hennepin Schools
1. 26 PreK-5 Schools (no K-8s)
    - a. 6-8s
    - b. 9-12s
  2. Most range in enrollment from 400-500 students, 4 at 1,000, 1 at 1,400
  3. 2020-21 enrollment is down slightly due to pandemic, a few buildings are underutilized
  4. District funds school staff based on enrollment
    - a. Specialists funded by district, cannot be cut at school level
    - b. Larger schools have their own full-time specialists, small schools share part-time
    - c. Team of specialists at the district, receive professional development
    - d. Specialists shared by no more than three schools
    - e. Try to keep specialists consistent at schools from year to year but it depends on retirements, seniority, etc.
    - f. Principals may have input on hiring if an opening and a specialist doesn't need to be placed
  5. Every PreK-5 school has a .6 - 1.0 (depending on school size) Literacy and Math Specialist (coach to support teachers, typically does not provide direct student support)
    1. K-5 Classroom teachers have
      - a. 1 hour PLC time weekly
      - b. 1 30 minute recess coverage weekly
      - c. 1 hour daily prep
    2. K-5 students have Specialists for
      - a. Art
      - b. Music
      - c. PE
      - d. Media
      - e. Exploration
        - i. K-3 Science and Social Studies
        - ii. 4-5 Social Studies
      - f. Core (1x per week, supports PLCs)
    3. K schedule differs slightly from 1-5
    4. Specialist time in each content area is 30 to 60 minutes per week for the school year

5. District provides average daily minutes per content area guidance to schools
6. Classroom teachers teach
  - a. Literacy
  - b. Math
  - c. Health (least consistent)
  - d. Science (4 and 5)
  - e. Social Studies (a few units K-3, otherwise by Exploration Specialist)
7. Oversight/monitoring/accountability
  - a. Principals share schedule with Associate Supt
  - b. Principals who share Specialists collaborate on schedule
  - c. Each school has a scheduling team
  - d. District provides same resources, pacing guides that teachers are expected to use (tight)
  - e. Common report card
  - f. Teachers complete data collection calendar/dashboard
  - g. FAST, MAP, MCAs
  - h. How taught (loose)
8. She would say with confidence that all students are receiving instruction in all MDE required content areas each year (some variation in amount of time from school to school)

**C. [WRE Planning Workgroup - Envision SPPS \(slide deck\)](#)**

**D. Envision SPPS WRE Planning Workgroup Meeting Notes**

**Norms of Collaboration**  
 Source: Thinking Collaborative  
 @Think\_Collab  
 Art by @PhilEchols

- Pausing
- Paraphrasing
- Putting Ideas on the Table
- Posing Questions
- Paying Attention to Self and others
- Presuming Positive Intentions
- Providing Data

**Four Agreements**

- Stay ENGAGED
- Experience DISCOMFORT
- Speak your TRUTH
- Expect / Accept NON-CLOSURE

**Six Conditions**

1. Focus on PERSONAL, local and immediate
2. ISOLATE race
3. Normalize SOCIAL CONSTRUCTION & multiple perspectives
4. Monitor agreements, conditions and ESTABLISH PARAMETERS
5. Use a "WORKING DEFINITION" for race
6. Examine the presence and role of "WHITENESS"

**Courageous Conversation** is utilizing the four agreements, six conditions, and compass in order to engage, sustain, deepen interracial dialogue about race!

**Compass:** SOUL BELIEVING, MORAL, INTELLECTUAL THINKING, RELATIONAL ACTING HANDS & FEET, EMOTIONAL FEELING HEART

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**Date:** March 30

Amanda HG		Lori E		Marty D		Maura B		Megan DK	X	Niceta T	
Robin L		Sue A		Sue B		Terri	X	Tim B			

Date: March 23

Amanda HG	x	Lori E	X	Marty D		Maura B	X	Megan DK	X	Niceta T	X
Robin L	X	Sue A	X	Sue B		Terri	X	Tim B	X		

Notes:

- Purpose Statement
  - Fist of Five for Current Purpose Statement
  - 4's and 5's
  - Agreed - Purpose statement stays as is
- Finalize WRE Essential Questions
  - [DRAFT](#)
  - LE to add info on WRE for Pre-K
  - Reviewed standards for elementary, middle, high school
  - RL - Role of The Arts? Two Arts are required...
  - Add question about Facilities and Resources?
    - Implied?
    - Should we include 'resources'?
      - No, Envision is specific to facilities
  - Part B - What data do we need to answer... extent facilities to provide??
    - Does Facilities have a check list (or guiding principle) for designing spaces?
    - TB - Process of brainstorming, then Facilities would ground ideas
  - Question #4
    - How do we capture the problem?
    - Need to be direct about issues
      - MB - Chelsea Hts offers... Galtier, Hamline ... offers
      - True inequities
      - What will illustrate this issue the best?
      - Can we isolate race in this?
        - Will the minutes per site show this?
        - What are the racial demographics of these sites?
        - What are the addresses of the students at these schools?
      - Are Specialist positions funded by?
        - Grants
        - General Fund
        - PTO
      - Demographics?
      - Funding?
    - Question #5

- Minor change with wording
  - What data do we need?
    - RL - No EDL
      - 4, 5th grade no instrumental instruction
- Current Status of WRE in SPPS (*SPPS Achieves*)
  - WRE Recommendations (Spring 2019)
    - 7.5 FTEs to fill science (4.5) or music (3) gaps not funded
    - Specialists: PE, Science, Music, Art
    - Classroom: Literacy, Math, Social Studies, Health
    - Job-embedded PLCs
  - Annual Process (Questionnaire)
    - Moved from Spring to October
    - Not done in October 2020 due to COVID
  - Difficult to gather data ... no survey for two years
- Data/Info Needed to Answer Essential Questions
- Reviewed Data Sources
- Jamboard
  - Interesting to look at A-H district
  - RL - Where is the largest populations? Are there areas that have more schools than students?
- Homework?
  - Essential Questions
  - Add to Jamboard
  - Propose Adding Meeting - MD to send out invite
    - Need more time to go through info

**Date:** March 9

<b>Amanda HG</b>	X	<b>Lori E</b>	X	<b>Marty D</b>		<b>Maura B</b>	X	<b>Megan DK</b>	X	<b>Niceta T</b>	X
<b>Robin L</b>	X	<b>Sue A</b>	X	<b>Sue B</b>		<b>Terri</b>	X	<b>Tim B</b>	X		

**Notes:**

- Introductions
- Overview of Envision SPPS
  - MDK reviewed meeting roles/norms
  - Envision SPPS - What do you know? Heard about it?
    - Know info that relates to College, Career Readiness
    - Wondering ... An opportunity to align to standards? Statutes?
    - Is there a timeline?
    - How do we define Well Rounded?
      - SPPS has defined this .. will share later
    - Tie to SPPS Achieves?

- Envision became a part of SPPS Achieves
  - 6 Strategic Focus Areas
    - Now a part of Program Evaluation/Resource Allocation
  - Decision Making Structure
  - Timeline
- Envision Planning Workgroups
  - Values multiple perspectives from leaders in this meeting
  - Overlap in workgroup topics
    - Early Childhood connects to well rounded
    - Middle School connects to well rounded
    - Question... SPPS Achieves? 1A? How does this fit?
      - Envision has direct tie to Facilities, How we operate
  - Purpose Statement
  - Essential Questions
    - Why is this just elementary (K/5)?
      - EC group is focused on programming
      - Middle school group is focused on 6-8, etc
      - HS level has required course content for graduation so it is not called our for this work group
        - Robin ... Arts ... Inequities across HS, MS Some sites don't offer all of the arts
        - If not addressed in this group, then where can it be addressed?
    - Question... Elementary program and facilities? Are the rooms, space the same across the system?
    - Well Rounded term interchangeable with equity?
      - No
    - What does Well Rounded mean?
      - DEFINITION: Ensure all students have access to instruction in science, social studies, the arts, health and Physical Education
      - What does access mean?
        - Minutes per day, week
      - Does instruction need to be via a licensed staff?
        - Can be .... But can happen from residencies
      - Can WRE also include SEL and PLPs in its definition?
        - Strictly using WRE definition from MDE
        - MDE requirements must drive definition due to state requirements
        - Must look at PreK-12 experience
- Next steps
  - Homework
  - Report
    - Will give to workgroup to preview, then offer feedback